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AUTHOR Calderon, Margarita, Ed.
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ABSTRACT

Three issues of the "CRESS-CROSS" newsletter published during 1976 are compiled in this publication. These issues include information on: how to contribute to the ERIC system, the computer search services at the ERIC Clearinghouse on Rural Education and Small Schools, the Rural/Regional Education Association's research award for meritorious research relevant to rural or regional education, and the Graduate Library Institute for Spanish Speaking Americans in Tucson, Arizona. Articles are: "Rural Appalachia: Educational Needs and Some Realities", "Outdoor Education in the Educative Process", and "Bilingual Programs Prevail--A Sample Model Program" (discusses the bilingual programs in El Paso, Texas). Brief reviews are given of such papers as: a 5-volume series of position papers on American Indian education, "School Management Options for American Indians", "The American Indians: Answers to 101 Questions", "Outward Bound and Teacher Education", "Strengthening the Small Rural School", "Profile on the Mexican American Woman", "Adventure [illegible]cation--What Is It and How Do We Evaluate It?", and "The Law of the People (Dine Bibee Haz'aannii): A Bicultural Approach to Legal Education for Navajo Students". A listing of 328 documents appearing in issues of "Resources in Education" and pertaining to American Indians, Mexican Americans, migrants, rural education, small schools, and outdoor education is included. (NQ)

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CRESS·CROSS

Psst! Wanna Contribute?

by Betty Rose Rios

A grand way to usher in 1976 would be to express appreciation to all our present contributors and extend an invitation to those who have never contributed or who do not do so on a regular basis.

Who is a contributor? A contributor is one who places our name on his mail list to automatically be sent his newsletters, all kinds of reports, materials, etc. Other contributors somehow always remember to send us their occasional documents. Still other contributors don't always have documents to send, but they apprise us of the availability of something they have seen or heard about. Each of these contributors serves a special role in the maintenance and vitality of a voluntary contributor system.

What is a document? A document can be a curriculum guide, a map, an annual report, a research report, a bibliography, a thesis, a presented paper in short, a document can be almost anything developed to further the educational process. This means the inclusion of documents on social, historical, and economic topics as well as actual classroom activities.

Why contribute documents to ERIC? If ERIC is to accomplish its goal of making information available readily and quickly, it must depend on its network of volunteer contributors. These contributors are where things are happening and are the first to have something to share. Because they are where the action is, these contributors are also ERIC users in the search for strategies and solutions. Beyond sharing and using information, ERIC relieves contributors and their organizations of the need to maintain dissemination copies of their materials; ERIC is archival as well as now.

What are some of ERIC/CRESS' needs? Of course we always need quality documents in each of our areas. We particularly need documents about small schools, and outdoor and migrant education. We would like to have many more teacher prepared and practitioner oriented materials. We would like to have many more Native American documents from the entire length of the East coast. We would like to have more documents on the Mexican American experience outside the Southwest. We would also like to hear how the rural renaissance is affecting life and education in all parts of the United States.

Again, a salute to our contributors, old and new. This has been the best year ever for ERIC/CRESS in the way of an even flow of worthy documents. In 1976 we look forward to hearing from each of you together we can contribute toward achieving better education for American children.

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JAN. 1976 Margarita Calderón, Editor

LONG TIME NO SEE . . .

ERIC/CRESS has never received so much mail as when we stopped our newsletter! We were sorry we had to do that, but we were very happy to hear from you. All this time we've tried to think of ways of maintaining communication with you and the only solution seems to be a $1.00 subscription for a quarterly newsletter to be published March, June, September and December. Subscriptions will be taken January and February for the year's subscription which entitles you to the 1976 newsletters and announcements.

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INDIAN EDUCATION CONFRONTS THE 70's

by Judy Conrad

CRESS has recently acquired a five-volume series of position papers on American Indian education which should appear in RIE in January. Compiled by the American Indian Resource Associates in conjunction with the Navajo Community College, this series contains some 33 papers written by Indian educators representing varied viewpoints. Exceptionally well written for the most part, these papers reflect the current psychological and intellectual predisposition of the Indian community.

Volume I is titled "Indian Education Confronts the Seventies: History and Background of Indian Education" and presents the following papers: 1) "Reflections on Contemporary Indian Education" (an introduction to the series which calls for reform via "Indianization" of Indian education); 2) "An Historical Overview of Indian Education with Evaluations and Recommendations" (over 100 pages documenting the racial, religious, political, and instructional inequities in the development of American Indian education); 3) "Eastern American Indian Communities" (a typological study emphasizing the social cohesiveness of Indians living in the eastern parts of the U.S.).

Volume II is titled "Indian Education Confronts the Seventies: Theoretical Considerations in Indian Education" and presents the following papers: 1) "The Theory of Indian Controlled Schools" (Indian control of Indian education is perceived as the basis for a cultural renewal process in which the problems of contemporary identity and purpose are resolved); 2) "A Theory of Vocational-Technical Career Education" (vocational training models are considered in terms of on-going developments in non-Indian America and progressive developments in Indian communities); 3) "Testing, Evaluation, and the Indian Education Act of 1972" (testing criteria, particularly the criterion-referenced test, are proposed for use in Indian education); 4) "Early Childhood Education Program Models" (drawing upon a longitudinal study of the "Follow Through Program", numerous models of early childhood education are considered); 5) "A New Curriculum Design for Native American Schools" (consideration is given to a curriculum designed to emphasize tribal history, culture, tradition, and the immediate community environment); 6) "Perspective on Manpower Planning" (consideration is given to a philosophy of educational manpower planning that emphasizes innovative programs designed by Indian communities to promote both interculturalism and pride in heritage).

Volume III is titled "Indian Education Confronts the Seventies: Special Program Considerations" and presents the following papers: 1) "A Vision: The Warrior-Scholar-Community Activist, The End Product of Indian Studies" (development of an individual capable of active participation via biculturalism in a pluralistic society); 2) "The Relation of Indian Studies to the University Structure"; 3) "The Importance of Indian Studies to Interracial Understanding" (a case is made for the benefits to be derived from Indian studies by both Indians and non-Indians; 4) "Vocational and Technical Education Model for Indian Groups"; 5) "An Indian View of Vocational-Technical Education" (in view of emerging Indian operated post-secondary schools, suggestions are presented for the improvement of vocational education; 6) "The Need for Consumer Education Among Indians" (emphasizing the exploitation inherent in the Indian/trader relationship, a plea is made for reservation based consumer education); 7) and 8) "Training Needs of Indian Parent Advisory Committees" (two different articles detail the training needs of Indian parents attempting to deal with the legislative, financial, and administrative aspects of education); 9) "Health Education" (the history of the Lakota Tuberculosis and Health Association is presented as exemplary of the need for and success of Indian controlled health services); 10) and 11) "A Variation Plan for Indian Communities" (two different articles which point out the necessity for recognition of Indian diversity).

Volume IV is titled "Indian Education Confronts the Seventies: Technical Problems in Indian Education" and presents the following papers: 1) "State Responsibilities for American Indians—Minnesota" (the question of Federal versus State funding is examined); 2) "State Responsibilities for American

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American Indian Education, A Selected Bibliography–Supplement No. 6 by ERIC/CRESS, Summer 1975, MF-3, HC-249p. Available from NELP–$6.00 (Stock No. EC-027) / (ED 107 427)

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Indian Parent Involvement in Education: A Basic Source Book by James E. Biglin, Summer 1973, MF-2, HC-126p. (ED 076 273) Available from: Northern Arizona University, Box 5774, Flagstaff, Arizona 86001.

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Indians–Texas" (the success of the Tigua Indians of El Paso, Texas gaining State recognition and financial support is discussed in terms of the future of other unrecognized Indian groups); 3) "Jurisdictional Problems of Indian Controlled Schools" (discussion focuses on the problems of providing Indian people with the monetary, informational, and manpower resources to secure effective control of Indian schools); 4) "Federal Financing of Indian Education" (documentation is presented on the laws and programs earmarked for Indian education with an explanation of the way in which both can be subverted); 5) "Sources of Financial Aid for American Indian Students" (emphasis is on Federal sources other than BIA higher education funds); 6) "Federal Treaty Responsibilities for Indian Education" (in view of the future of Indian education, consideration is given to the types of educational provisions found in treaties between the U.S. Government and Indian tribes).

Volume V is titled "Indian Education Confronts the Seventies: Future Concerns" and presents the following papers: 1) "Bilingual and Bicultural Education for American Indians" (revitalization of fundamental Indian "life" principles via bilingual/bicultural education is proposed as a key to future Indian education); 2) "Indian Community Colleges" (the potential of reservation based community colleges is discussed in terms of total community development); 3) "The Need for Education Programs for American Indians in Prison" (a review of the initial success and ultimate failure of the San Quentin educational program is used to make a plea for Indian oriented prison education); 4) "New Potentials for Modern Indian Economic Development" (utilizing modern techniques and traditional Indian ideologies, a case is made for developing reservation economies centered on food production and energy conservation); 5) "Education and the Urban Indian" (specific urban problems are identified and suggestions are made for improving urban Indian education); 6) "Long and Short Range Goals for Indian Education" (differentiating between goals and objectives, a framework for developing long range goals and short range objectives is presented).

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ED 103 167 Jarvella, Shirley M. Who Serves the Migrant? An Inquiry into Migrant Library Services in Selected States Including Studies of Connecticut, New Jersey, and New York. (75 p.) Hard copy not available from EDRS.

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RURAL APPALACHIA: EDUCATIONAL NEEDS AND SOME REALITIES

E. Dale Doak
University of Tennessee

Many needs studies have revealed a multitude of pressing educational needs for the Appalachia area. Such needs as career information and vocational education, development of reading skills, personnel training and development (including leadership, ECE, adult education, and changing of the Appalachia attitudes of defeatism) are found in a majority of needs studies. But education does not function in isolation or in a vacuum from the society it serves in rural Appalachia. Perhaps more than in an urban or suburban setting, the decisions made about the schools (especially staffing and budgetary decisions but also programmatic decisions) are so closely controlled by the political power structure that to attempt to improve public education without concurrent efforts to change the "life space" in which public schools and public school officials must operate is something akin to an exercise in futility.

The problem is essentially one of identifying a vehicle through which each of these particular and highly specialized problems might be addressed, solutions proposed and implemented, but in a climate where an educational idea can survive on its own merits rather than because it is politically feasible or is supported by an influential member of the power structure. The Appalachia community is a politically oriented community with the primary goal of such politics being an economic one. Schools in rural Appalachia are by far the biggest business in the rural community. Control of the school budget and staffing decisions is a major goal in this power-economic struggle. Quality education is not the key issue!

Coupled with this strong economic motive for control of the schools is the fact that most of the community leadership is somewhat limited in its perceptions about quality schools. The community has few outsiders settling there. In fact, the migration is outward with the youth who leave the community for a college education or employment outside frequently leaving for good. Most of the teachers and school administrators are indeed "home grown" products. Generally speaking, the leadership at the local level, as well as school patrons, is uninformed about innovative alternative approaches to teaching and learning. Within an environment where perceptions are limited there is little acceptance or interest in special programs intended to improve the educational program. Figures revealing reading problems, high drop-out rates, high illiteracy, etc. mean little or nothing. The basic problems, stated as questions include: How can the perceptions of the community leader in Appalachia be broadened in order that he can understand the need for and be willing to support change in the local schools?" "How can attitudes be changed so that the long-range development of the community through support of public education can become reality?" "How can values be reoriented in order that quality education can become the goal rather than use of school monies and staff positions as part of the community rewards system for support of partisian politics?"

These are the paramount problems in rural Appalachia, for without their solution all other problems and program development thrusts to resolve them will become subservient to the political-economic realities of the region.

Needs studies conducted in Appalachia are remarkable in their similarity. They generally reveal the need for:

1. Basic skill development (including reading, listening, spelling, written expression).
2. Career-vocational development.
3. Early childhood education.

The position posited here is that these needs represent symptoms only—symptoms of an institutional or community need far greater than the individual needs considered above. To identify programs to treat these specific needs in isolation is analogous to swabbing a sore throat, giving temporary relief but not removing the source of the problem.

At least four of the needs studies identified improved attitude toward school as a priority need.[1] (The writer interprets this to include total community attitudes toward both program and operational aspects of schools.) Three of the studies reported adult and continuing education.[2] Improved leadership for education was a topic of concern mentioned in four other studies.[3] These areas of need seem to represent *causes* rather than *symptoms* of the very most basic problems or needs of Appalachia. A program aimed at the solution of these very basic problems seems mandatory as a prerequisite for solution of the more specific problem areas. Out of such a solution of these basic problems should grow an awareness on the part of the community of the specific program needs as well as a climate conducive to problem solving and new program developments.

What all of this suggests then is simply that any attempt to change the educational scene in Appalachia, without concurrent efforts to affect change of the social, economic, and political areas of community life, will have very limited impact. Educational institutions, especially in rural Appalachia, interact with all other institutions in a community. Recognition of this simple fact certainly suggests the need for a very different approach to educational change; that is, if the change is to be significant, lasting, and contemporary.

[1] Campbell, M.C., *Directions for Educational Development in Appalachia*, Appalachia Education Laboratory, Inc. (Charleston, West Virginia) pp. 5, 27, 41, 49.

[2] Ibid., pp. 41, 49.

[3] Ibid., pp. 5, 19, 41, 49.

CRESS WORKSHOPS

ERIC/CRESS conducted three workshops this summer in Region VI which included the states of Arkansas, Louisiana, New Mexico, Oklahoma, and Texas. The National Institute of Education sponsored these workshops to train librarians in charge of ERIC microfiche collections on improved techniques on the use of ERIC.

This spring ERIC/CRESS will sponsor two more workshops for librarians—one for Native American librarians and another for Mexican American librarians. Persons interested in attending either workshop, who have not yet been contacted, please write to ERIC/CRESS.

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ED 103 183–Jarrett, Gladys W., Comp. And Others. The American Indian, Then and Now: A Bibliography. (98 p.) $4.43

ED 103 868–Marken, Jack W. Some Resources in Indian Literature. (8 p.) $1.58

ED 104 168–Martin, Jeanette. A Survey of the Current Study and Teaching of North American Indian Languages in the United States and Canada. CAL-ERIC/CAL Series on Languages and Linguistics, No. 17. (97 p.) $4.43

ED 104 405–Perkins, David, Comp. Tanis, Norman, Comp. Native Americans of North America; A Bibliography Based on Collections in the Libraries of California State University, Northridge. Bibliography Series Volume 2. (26 p.) $1.95

ED 104 588–Antell, Will, Ed. Lynch, Patrick D., Ed. Indian Educational Leadership: A Conference Report (October 2-5, 1973). (72 p.) $3.32

ED 104 607–Morey, Sylvester M., Ed. Gilliam, Olivia L., Ed. Respect for Life: Report of a Conference at Harper's Ferry, West Virginia on the Traditional Upbringing of American Indian Children. (198 p.) $3.85

ED 104 626–Gibson, Jan. Eskimo Identification with Traditional Arts and Implications for Curriculum Development: Interviews with Nunivak Islanders. (25 p.) $1.58

ED 105 255–Blunt, Adrian. Thornton, James E. Participation in an Indian Adult Education Program. (62 p.) $3.32

ED 105 768–Briere, Eugene J. TOPESL Interpretive Manual. (66 p.) $3.32

ED 105 837–Townley, Charles T. Identification of Information Needs of the American-Indian Community That Can Be Met by Library Services. Phase IV. Progress Report. (25 p.) $1.58

ED 106 363–Young, James. Churchman, David. Continuous Progress Evaluation of American Indian Preschoolers. (20 p.) $1.58

ED 105 855–Antell, Lee. Identification of Information Needs of the American Indian Community That Can Be Met by Library Services. Phase III. Annual Report. (239 p.) $12.05

MEXICAN AMERICAN

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ED 103 900–Weaver, Marleen E. Mexican-American Women: Diversity in Depth. (13 p.) $1.58

ED 104 544–Leler, Hazel. And Others. A Parent Involvment Program for Low-Income Mexican-American Families. (48 p.) $1.95

ED 104 591–Kuvlesky, William P. Monk, Philip M. Historical Change in Status Aspirations and Expectations of Mexican American Youth from the Border Area of Texas: 1967-1973. (52 p.) $3.32

ED 105 515–Lewels, Francisco, Jr. The Uses of the Media by the Chicano Movement; A Study in Minority Access. (178 p.) Available from Praeger Publishers. $15.00

Spanish

ED 105 748–Preparcion e Iniciacion de la Lectura en Espanol para Maestros de Programas Bilingues. Serie Tierra de Encanto (Preparation and Initiation of Reading in Spanish for Teachers of Bilingual Programs. Land of Enchantment Series). (203 p.) $10.78

Spanish Americans

ED 104 596–LeCompte, Margaret Diane. Who Fits the Procrustean Bed?: Spanish-American and Anglo Children Versus the Public Schools. (36 p.) Hard copy not available.

Spanish Speaking

ED 103 936–Jacoby, Gordon A. An Approach to Writing Bilingual Plays for Children. (10 p.) Hard copy not available.

ED 104 589–Chicago's Spanish-Speaking Population: Selected Statistics. (49 p.) $1.95

ED 104 595–Willey, Darrell S. And Others. Bilingualism: A Review of the Literature Relevant to Preparation of Teachers for Southwestern Spanish-Speaking Children and Youth. (10 p.) $1.58

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EARLY CHILDHOOD EDUCATION—

Promising Practices in Rural Areas

This booklet is a joint publication of the Rural Education Program (REP) and the National Federation for the Improvement of Rural Education (NFIRE). Twelve programs currently operating in rural areas at reasonable cost are identified and described herein. The description includes antecedents for implementing the program, description of the practice, specific considerations affecting implementations, vital statistics, evaluation and contacts for further information. The practices are divided into three categories: home-based programs, group programs and special programs. Strategies involve active parent participation, early identification of learning disabilities, teaching severely handicapped children, bilingual education and preparing young children for the classroom. Resources include such items as the toy lending library, a kindergarten readiness packet, developmental toys, home learning tasks, parent involvement packages, plus other handy tools and ideas. (Booklet available from NFIRE, Northwest Regional Education Lab., 710 SW Second Ave., Portland, OR 97204 ($3.50) and will be in the ERIC microfiche collection after late January.)

CRESS-CROSS

New Publications from ERIC/CRESS

SCHOOL MANAGEMENT OPTIONS FOR AMERICAN INDIANS by Paul R. Streiff, available from National Educational Laboratory Publishers, Inc., 813 Airport Blvd., Austin, Tex. (Stock No. EC-030; $3.00)

In response to the Presidential/Secretarial Educational Objective of 1975 which called for a statement from American Indian communities relative to their educational management preferences, the Office of Indian Education Programs (OIEP) established a program for gathering and disseminating educational management options to Indian people. A seven program series was developed by OIEP which included the following: 1) Introduction to the Series: Managment Decisions in Indian Education; 2) Selecting Educational Goals and Assessing Educational Needs; 3) The Federal School; 4) The Public School; 5) The Tribal-Private School; 6) The Combination School; and 7) Another Look: It's Your Move (a review of all options). While 78 schools participated in the FY 1975 project, there has been a reluctance to officially determine community preferences as some people see the right to no decision as inherent in the definition of self-determination. Other Indian people are simply generally suspicious of any government program, believing the only real option to be that of the contract school which is perceived as just another avenue toward termination. Employing a more gradual approach to the transition period and allowing for an Indian definition of self-determination, the OIEP has extended the Objective through FY 1976 and has added 30 more schools to the project.

OTHER PUBLICATIONS THAT WILL BE AVAILABLE AFTER APRIL:

* PROFILE ON THE MEXICAN AMERICAN WOMAN by Marta Cotera
* WORK EXPERIENCE AND CAREER EDUCATION PROGRAMS FOR MIGRANT YOUTH by Roberto Guerra
* ADVENTURE EDUCATION by Jack Metcalf
* PROCEEDINGS OF FIRST NATIONAL EXPLORATORY CONFERENCE ON CHICANO SOCIOLINGUISTICS Edited by Sergio Elizondo
* STRENGTHENING THE SMALL RURAL SCHOOL by Everett D. Edington
* AMERICAN INDIAN EDUCATION, A SELECTED BIBLIOGRAPHY, SUPPLEMENT NO. 7 by ERIC/CRESS
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MARCH 1976 Margarita Calderón, Editor

SMALL SCHOOLS, ANYONE?

An underrepresented area in the ERIC collection is that of small schools. Are there problems, solutions, sorrows, and satisfactions peculiar or special to the small school?

In addition to the traditionally small rural school, there are now many alternative schools claiming that their smallness is a most positive factor in their success.

We would like to receive any reports or other materials that you small school buffs may have available. If you cannot send a copy of something, but know of an availability, we would appreciate that kind of information also.

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OUTDOOR EDUCATION IN THE EDUCATIVE PROCESS

by Donald R. Hammerman
Director, Lorado Taft Field Campus

(Reprinted from the COMMUNICATOR, Winter, 1970-71)

Outdoor Education is often referred to as a commonsense approach to education. Let us examine a few of the commonsense elements of outdoor education.

1. Does it make sense for a teacher to leave the classroom where he has the latest texts and teaching equipment to take his pupils on a nature ramble?
2. Does it make sense to take students out of school for a whole week to a camp setting where they spend a lot of time just living together?
3. Does it make sense to transport youngsters from the innercity to a completely foreign environment, knowing they will have to return to the intolerable living conditions and the jaded existence of ghetto living afterwards?

The reply to each of these questions is, yes, it makes sense to do these things. These are commonplace approaches to education.

First, because instructional environments beyond the school provide a setting where learning takes on an immediacy and makes an impact not found in the textbook.

Secondly, because there are things to be learned about one another, and about living together that we had better learn before it is too late.

Thirdly, because inner-city children need to become aware that the world is larger than their world of crowded tenements, dark alleys and gang rivalries. With the knowledge that my present world extends beyond me and what I am today there may be the aspiration plus the motivation to either break out from my world, or to try and change it for the better.

This article will briefly touch upon some of the commonsense qualities, characteristics, or principles of outdoor education in the educative process.

The first commonsense principle is that it makes a great deal of sense to carry on the business of learning in an instructional setting where that which is being studied may make the greatest impact on the learner. An almost inexhaustible number of instructional environments exist beyond the school which afford both teacher and learner an opportunity to be involved in and with a variety of firsthand experience.

Direct experience exposes the learner to an assortment of sensory and perceptual data from which he may formulate new concepts and grasp other meanings so that prior knowledge is continually being refined and reconstructed.

The second commonsense element or component of outdoor education is inquiry as it relates to problem solving. Inquiry is the act of searching out data, usually through a process of first questioning—then investigating. Discovery occurs when the investigator-learner gains insight or knowledge of something previously unseen or unknown. The two processes inquiry and discovery work hand in hand in moving toward problem solving.

Inquiry leads to discovery . . . . .
Discovery promotes insight . . . . .
Insight provides understanding . . .
Understanding contributes to knowledge
Answers . . . . And answers, in turn
lead to more questions . . . inquiry.

So we swing full cycle. There is the same time closure, or an end in terms of having found some answers, and a beginning in terms of recognizing new problems.

Outside-the-school-environments seem to lend themselves particularly to problem solving. In school today little allowance is made for mistakes. Students with right answers are rewarded. Students with wrong answers are penalized. I am not recommending that we place a premium on wrong answers, but I do suggest that it is probably just as important in the problem solving process to allow problem solvers to arrive at unsatisfactory answers or solutions, as it is for them to finally arrive at an appropriate solution.

In problem solving situations, it is frequently necessary to derive so-called wrong answers in order to come up with right answers. As raw data are discovered, examined, rejected, and assimilated, a number of wrong answers may be absolutely essential to ultimately arrive at a workable solution. It is also true that there may be more than one workable solution—more than one reasonable response—more than one correct answer. Outdoor environments seem to provide the time and the space for students to learn from their mistakes.

Outdoor education presents educators with an instructional media through which students may experience for themselves the processes of scientific inquiry and problem solving. In this kind of learning environment students soon discover that all knowledge does not come from the book. We learn, furthermore, that there are few finite answers to anything.

In his book, *Circle of the Seasons*, Edwin Way Teal tells how for a number of years he pondered the question, "Can a Dragonfly fly backward?" A quick initial observation had suggested this possibility to him. However, he wasn't convinced. There was always the possibility that the dragonfly was being carried backward on the breeze. He found the evidence he needed. However, when one day he observed dragonflys moving backwards against the breeze, Teal went on to make this observation: "You can prove almost anything with the evidence of a small enough segment of time. How often in any search for truth, the answer of the minute is positive, the answer of the hour qualified, the answers of the year contradictory."

The third commonsense element of outdoor education that we will mention briefly is this: extending the instructional setting beyond the school places the learner in an environment where he may respond with his total being. . .his body. . .his mind. . .his spirit. The learning organism is being bombarded with multiple, sensory stimuli not ordinarily found in the classroom. The learner responds as a total organism with motion, and emotion. . .with thought and with feeling. . .and in ways only known to himself. It may well be the thought and feelings known only to oneself that are of the highest value to an emerging, developing self.

In closing, I will leave you with this thought of NIETZSCHE'S, which I have paraphrased slightly. Writing on "the future of our educational institutions," he said:

"The woods, the rocks, the winds, the vulture, the flowers, the butterfly, the meads, the mountain slopes, must all speak to us in their own language: In them we must, as it were, come to know ourselves again in countless reflections and images, in a variegated round of changing visions: and in this way we will unconsciously and gradually feel the metaphysical unity of all things in the great image of nature, and at the same time tranquilize our souls in the contemplation of her eternal endurance and necessity."

I suggest to you that it is just as vital for today's youth, as well as for our own generation, to come to know ourselves. . .to be able to tranquilize our souls against the seemingly endless pressures of modern society, and finally, to recognize the ultimate endurance of the environment in which we are after all an inescapable fragment.

This article is adapted from the author's talk presented at the Fourth National Outdoor Education Conference in Gull Lake, Michigan on October 1970.

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ED 110 256 Toward a Platform for Rural America. Report of the National Conference on Rural America (1st, Washington, D.C., April 14-17, 1975). (65 p.) $3.32

ED 110 262 Leadley, S.M., Ed.; Pignone, M.M., Ed. Systems Analysis for Rural Community Services. A Seminar on Problems of Research on Delivery of Community Services in Rural Areas of the Northeast (Stratton Mountain, Vermont, July 29, 1972). (69 p.) $3.32

ED 110 264–West, Donald A.; Hoppe, Stanley F. Occupations, Earnings, and Associated Characteristics of Young Adults Graduating from High Schools in Nonmetropolitan Washington. (16 p.) $1.58

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ED 110 213–Western Kansas Migrant Health Project: 9th Annual Progress Report, 1972. (77 p.) $4.43

ED 110 214–Western Kansas Migrant Health Project: 10th Annual Progress Report, 1973. (74 p.) $3.32

ED 110 215–Western Kansas Migrant Health Project: 11th Annual Progress Report, 1974. (81 p.) $4.43

ED 110 216–Morin, Emma. Ad Hoc Conference on the Education of Migrants: Introductory Report on Theme I, "The Position of the Immigrant and His Family on Arrival in the Host Country" (Strasbourg, France, November 5-8, 1974). (24 p.) $1.58

ED 110 217–Warzee, Louis. Ad Hoc Conference on the Education of Migrants: Introductory Report on Theme II, "Educational Provision Before and During the Host Country's Compulsory Schooling Period" (Strasbourg, France, November 5-8, 1974). (32 p.) $1.95

ED 110 218–Egger, Eugene. Ad Hoc Conference on the Education of Migrants: Introductory Report on Theme III, "Opportunities for Vocational and Technical Training and General Education for Adults and Adolescents" (Strasbourg, France, November 5-8, 1974). (26 p.) $1.95

ED 110 219–Ad Hoc Conference on the Education of Migrants: Conclusions and Recommendations (Strasbourg, France, November 5-8, 1974). (12 p.) $1.58

ED 110 220–Ad Hoc Conference on the Education of Migrants: Information Document Presented by the Council of Europe on Action Taken for the Education and Training of Migrant Workers and Their Families, with Special Reference to the Schooling of Immigrant Children (Strasbourg, France, November 5-8, 1974). (227 p.) Not available from EDRS.

ED 110 221–Federici, Maria. The Teaching of Modern Languages to Migrant Workers. (19 p.) Not available from EDRS.

ED 110 222–Higelin, Siv. Language Teaching to Migrant Workers. (Sweden). 1970-71. (54 p.) Not available from EDRS.

ED 110 223–Gokay, M. The Teaching of Modern Languages to Migrant Workers (Toulouse, France). (5 p.) Not available from EDRS.

ED 110 224–Buscail, X. and Others. Teaching of Languages to Migrant Workers (Toulouse, France). (23 p.) Not available from EDRS.

ED 110 225–The Teaching of Modern Languages to Migrant Workers (Turkey) 1973. (4 p.) Not available from EDRS.

ED 110 226–The Teaching of Modern Languages to Migrant Workers (Italy), 1973. (12 p.) Not available from EDRS.

ED 110 227 Council of Europe Special Experimental Classes for Migrant Workers' Children, School Year 1972-73 (Belgium). (7 p.) Not available from EDRS.

ED 110 228–Uttar, M. and Others. Council of Europe Special Experimental Classes for Migrant Workers' Children, School Year 1972-73 (Strasbourg, France). (12 p.) Not available from EDRS.

ED 110 229–Council of Europe Experimental Special Classes for Migrant Workers' Children, 1972-73 Academic Year (Gagny, France). (13 p.) Not available from EDRS.

ED 110 230–Pestour, Renee and Others. Council of Europe Experimental Special Classes for Migrant Workers' Children, Academic Year 1972-73 (Vitry, France). (33 p.) Not available from EDRS.

ED 110 231–Council of Europe Special Experimental Classes for Migrant Workers' Children, Academic Year 1972-73 (Stockholm, Sweden). (19 p.) Not available from EDRS.

THE AMERICAN INDIANS: ANSWERS TO 101 QUESTIONS

by Judy Conrad

Published by the Bureau of Indian Affairs (BIA) and recently acquired by CRESS, "The American Indians: Answers to 101 Questions" should prove a useful tool for those who need ready access to basic data relevant to the Native American and his past and present socio-economic status. Presented in a simple and straightforeward manner, each question and its accompanying answer can be found under one of the following subject headings: 1) The Indian People (data relative to population distribution, religious practices, cultural distinctions, tribal affiliations, etc.); 2) The Legal Status of Indians (data relative to voting rights, taxes, Federal laws, tribal governments, etc.); 3) The Bureau of Indian Affairs (data relative to land quality, quantity, maintenance, use, etc.); 5) The Economic Status of Indians (data relative to average income, housing, unemployment, urban relocation, etc.); 6) Indian Education (data relative to BIA schools, public schools, higher education, etc.); 7) Law and Order on Reservations (data relative to police protection, crime, accountability, etc.); 8) Indian Health (data relative to Federal health services, special health problems, births, deaths, etc.), and 9) To Help Indians (data relative to volunteer programs, awareness courses, etc.). Additional information presented in this publication includes: 1) a list of sources which provide additional information on the Native American; 2) a selected reading list for adults; 3) a selected reading list for young readers; 4) a selected reading list on Native American crafts and lore; 5) a list of museums housing Native American artifacts, and 6) a list of current Native American publications.

AMERICAN INDIAN

ED 110 207 Pelletier, Emile. A Social History of the Manitoba Metis. The Development and Loss of Aboriginal Rights. (150 p.) Not available from EDRS.

ED 110 208 Sealey, D. Bruce; Lussier, Antoine S. The Metis: Canada's Forgotten People. (200 p.) Not available from EDRS.

ED 110 209 Sealey, Margaret, Ed.; Sealey, Bruce, Ed. Six Metis Communities. (91 p.) Not available from EDRS.

ED 110 233 McCaskill, Donald N. Migration, Adjustment, and Integration of the Indian Into the Urban Environment. (277 p.) Not available from EDRS.

ED 110 243 Uhlmann, Julie M. Boundary Maintenance in the Urban Environment: The Papago Case. (14 p.) $1.58

ED 110 251 Guidelines for Teaching Concepts of Fairness, Justice, and Democracy in BIA and Tribal-Contract Schools. A Curriculum Bulletin. (30 p.) $1.95

ED 110 257 Jones, Dorothy M. The Urban Native Encounters the Social Service System. (73 p.) $3.32

ED 110 258 Gaffney, Ann; Bensler, Connie. Human Relations Approach to Alaskan Ethnic Studies. (163 p.) $8.24

ED 110 259 Traditional Athabascan Law Ways and Their Relationship to Contemporary Problems of "Bush Justice." Some Preliminary Observations on Structure and Function. Institute of Social, Economic and Government Research (ISEGR) Occasional Papers No. 7. (23 p.) Not available from EDRS.

ED 110 263 Native American Education. A Statement of Policy and Proposed Action by the Regents of the University of the State of New York. Position Paper No. 22. (9 p.) $1.58

ED 110 267 Fisher, Guy; Sellens, Sharon. Suggestions for Teaching Rural Alaska Native Students. (63 p.) $3.32

ED 111 551 Leonard, Olen E. Residential Shifts and Ethnicity: A Study of Adjustment of Household Heads Recently Moved from Farms to Small Towns in Central Arizona. (16 p.) $1.58

ED 111 553 The Indian Education Act of 1972—A Brief History, Analysis, Issues and Outlook. (104 p.) $5.70

ED 111 555 Martinez, Sampson; Cummings, Tom. The Anglos and the Mormons Come to Ramah. (38 p.) $1.95

ED 111 558 Traders on the Navajo Reservation. A Report on the Economic Bondage of the Navajo People. (50 p.) $1.95

ED 111 559 McElroy, Ann. The Assessment of Role Identity: Problems of the Administering the Instrumental Activities Inventory to Inuit Children. (29 p.) $1.95

ED 111 561 McCabe, Carol J.; Lewis, Hester. The Navajo Nation: An American Colony. A Report of the United States Commission on Civil Rights. (155 p.) $8.24

ED 111 566 Williams, Thomas B., Comp.; Leatherman, Robert D., Comp. Indian Housing in the United States. A Staff Report on the Indian Housing Effort in the United States with Selected Appendixes. Committee Print, 94th Congress, 1st Session, February 1975. (625 p.) $31.10

ED 111 570 King, Paul R. Algonquin Portrait: A Study of the Rapid Lake Seasonal Agricultural Worker. (10 p.) $1.58

ED 111 585 Adams, Doris and Others. Report of the Michigan Interim Action Committee on Indian Problems. (40 p.) $1.95

ED 111 589 Johnson, Helen W. American Indians in Transition. Agricultural Economic Report No. 283. (42 p.) $1.95

ED 111 592 Wheelbarger, Johnny J. Native American Archaeological Sites: An Annotated Bibliography Relating to Indian Archaeological Sites in the Southwestern United States. (41 p.) $1.95

OUTWARD BOUND AND TEACHER EDUCATION

by Judy Conrad

CRESS has recently acquired an interesting study documenting the effects of Outward Bound (OB) stress experiences on 12 teacher candidates from the Appalachian State University in Boone, North Carolina. This study compares the personal development of two groups of teacher candidates who had experienced the normal 11-week student teaching assignment with that of a teacher candidate group that had engaged in an 18-week OB experience prior to an eight-week student teaching assignment. The OB group was exposed to a "stressful" series of individual and group, wilderness and ghetto problems which included cross-country backpacking, rock climbing, white water rafting, a three-day wilderness solo without food, and several days in Atlanta, Georgia with nothing more than a dime. These OB experiences necessitated group cooperation and emphasized learning by doing via direct and critical feedback. Citing four different evaluation procedures, this report indicates: 1) pre- and post-assessments by the OB students of their overall professional education and teacher readiness were positively related to the OB experiences; 2) OB student summarization statements were positively related to the OB experiences; 3) assessments by public school classes and college supervisors were insignificant in terms of identifying differences among the three groups; 4) identical pre- and post-assessments by all student groups relative to the total contributions of professional education to teaching readiness were positively related to marked changes among the OB participants, while no changes were identified among the other two groups, and 5) personal development gains among the OB participants included gains in self-concept, student involvment, and humanistic receptivity.

OUTDOOR

ED 110 234 Mielke, Sandra Lee. An Evaluative Study of Some Supplementary Free and Inexpensive Materials Available for Use by Middle-Grade Classrooms Involved in Outdoor Education. (48 p.) $1.95

ED 111 549 Ishkanian, Mark, Comp., and Others. Directory of Nature Centers, Outdoor Study Areas and Environmental Education Centers in New York State. Spring 1975 Edition. (37 p.) $1.95

ED 111 554 The Pioneer Student Textbook. Mohican School in the Out-of-Doors. (74 p.) $3.32

ED 111 564 Askham, Leonard R. Wilderness: A Way of Thinking; A State of Mind. (16 p.) $1.58

STRENGTHENING THE SMALL RURAL SCHOOL by Everett D. Edington, available from National Educational Laboratory Publishers, Inc., 813 Airport Blvd., Austin, Tex. (Stock No. EC-031; $3.00)

Since small school problems are magnified in rural areas and since small rural schools have suffered, consequently, from the consolidation syndrome, it is important to acknowledge the fact that due to geographical limitations some rural areas cannot consolidate and others simply prefer the small school environment. It should be recognized that there are both strengths and weaknesses inherent in the small rural school. Weaknesses attributable to small rural schools include: 1) poor organizational structures; 2) difficulties in the recruitment and retention of quality personnel; 3) inadequate facilities; 4) curriculum deficiencies; 5) inadequate financial support. Strengths attributable to the small rural school include: 1) an homogeneous sociocultural background; 2) the potential for close-knit educational organization; 3) close student/teacher relationships; 4) community involvement; and 5) a classroom environment conducive to innovative techniques. While the problems of finance must be met at the local, state, and federal levels, solutions to many of the problems of the small rural school can probably best be found by coupling inherent strengths with innovative educational practices which encompass use of: the intermediate unit; the shared services concept; media and technology; mobile units, and in-service programs.

SMALL SCHOOLS

ED 104 292—Grabiner, Judith, Ed. Two Years of the Small College: An Experiment in Student Centered Education. (87 p.) $4.43

ED 104 625—Devin-Sheehan, Linda. Allen, Vernon L. Peer Tutoring in One-Room Schools. (14 p.) $1.58

ED 106 008—Chapman, Berlin Basil. Education in Central West Virginia, 1910-1975. (687 p.) $10.50

ED 108 823—Dreier, William H. Some Indications of Quality—Comparing NCA Rural High Schools in the Non Metropolitan Areas of Their 19 States in 1969 and 1974. $1.58

ED 108 793—Jongeward, Ray E. How to Expand Learning Opportunities in Small School Districts. $1.58

ED 108 824—In Service in the Small School. Pre-Conference Paper for Small Schools. $1.58

ED 108 827—Tamblyn, Lewis R. The Future of the Rural and Small School. $1.58

ED 107 405—Boyd, Virlyn A.; Lytle, John S. Changes in Educational Aspirations from Sophomore to Senior Year of a State-Wide Sample of South Carolina High School Students. $1.95

ED 107 416—Small Schools, A Selected Bibliography (with ERIC Abstracts). ERIC/CRESS Supplement No. 1. Hardcopy available from ERIC/CRESS. $3.00

ED 107 431—Dropkin, Ruth, Ed. Recollections of a One-Room School House (An Interview with Marian Brooks). Hard copy available from Workshop Center for Open Education, Room 6, Shephard Hall, City College, Convent Avenue and 140th Street, New York, NY 10031. $2.00

ED 111 579—Big Changes for Rural Schools: Plans and Progress. First Annual Substantive Report for a Study of Experimental Schools Projects in Small Schools Serving Rural Areas, Report No. AAI-74-134B. (101 p.) $5.70

ERIC/CRESS WORKSHOPS

ERIC/CRESS is holding two workshops in March. One for Native American Librarians, March 19, and the other for Mexican American Librarians, March 26. The Native American workshop will be held in Reno, Nevada. Main speakers include Charles Townley, former director of Project MEDIA; Loretta Ellis with the Indian Education Association and Rebecca Murry, Director of Project MEDIA.

The workshop for Mexican American librarians will be at the ERIC/CRESS Clearinghouse and will have as main speakers Dr. Arnulfo Trejo, Director of the Graduate Library Institute for Spanish Speaking Americans from the University of Arizona and Mr. Cesar Caballero, Head of the Chicano Library at the University of Texas at El Paso. Dr. Carroll Hall, Associate Director of ERIC/CRESS and Mrs. Margarita Calderon, Information Specialist, will be coordinating both workshops.

COMPUTER SEARCH SERVICES AT ERIC/CRESS

A computer search is an invaluable tool when attempting to locate information in answer to multifaceted questions that require a great deal of specificity and/or a coordination of concepts. Researchers interested in retrospective literature searches will also find this method of information retrieval a great advantage in conserving valuable time. For whatever reason and for whatever audience, a computer search is often the only means available to gain access to needed information.

Computer searches of the ERIC data base within the scope areas of Mexican American, Native American, Migrant, Small School, Rural and Outdoor education are now available at ERIC/CRESS. Information is provided in the form of computer printouts of: abstracts and citations of documents appearing in *Resources in Education* (RIE) and/or annotations and citations of journal articles from the *Current Index to Journals in Education* (CIJE). Also included are instructions for obtaining full-text copies of documents cited from RIE either in microfiche or paper copy form. Most documents are available from the ERIC Department Reproduction Service (EDRS), if not, an alternate availability will be cited. References to journal articles are just that—references. In order to read the original work cited, a visit must be made to the nearest library holding a subscription to that journal or through inter-library loan.

The cost associated with this service is $15.00 per individual search. Prepayment in the form of a check, money order or purchase order must accompany each request. Postage will be paid by ERIC/CRESS. Please make checks payable to: ERIC/CRESS, New Mexico State University.

To request a search, simply fill out the form on the reverse side of this article. Mail the form along with prepayment or purchase order to:

USER SERVICES
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P.O. Box 3AP
Las Cruces, NM 88003

REQUEST FOR COMPUTER SEARCHES

Describe your question *in detail* in the space below. Indicate 1) specific group or scope area, i.e. Mexican Americans, American Indians, migrants, rural education, small schools, outdoor education; 2) grade level if pertinent, i.e. early childhood, elementary, secondary, post secondary; 3) area of interest/discipline, i.e. counseling, multisensory learning, health services, family structure, bilingual, legal aid, etc., 4) type of material requested, i.e. research report, curriculum guide, program evaluation, conference reports, etc.

STATE YOUR PROBLEM HERE. ATTACH AN ADDITIONAL SHEET IF MORE SPACE IS NEEDED.

Name

Position

Address

Telephone

Date

For additional information, phone Margarita Calderón, ERIC/CRESS 505-646-2623.

RREA RESEARCH AWARD

For Meritorious Research Relevant to Rural or Regional Education

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Selection

The Publications Committee of the Executive Committee of the Rural/Regional Education Association will review all applications received by June 1 of each year rating them according to the following criteria. (Applications received on or after June 1 will be considered for the next ensuing year.)

1) Research design	10 points
2) Significance of Study to Rural Education	50 points
3) Thoroughness of Study	15 points
4) Contribution to Knowledge	25 points

The Publications Committee will forward their ratings to the Executive Secretary not later than August 1. He will then compile the results and have the appropriate awards prepared for presentation at the National meeting in October.

Application

Individuals desiring to have their work considered for this award should:

1) Submit three copies of a 500-word abstract to the Chairman of the Publications Committee prior to June 1 in the year of consideration.
2) Be prepared to submit one complete copy of research report to R/REA should his/her work be selected as one of the finalists.
3) Be in agreement with R/REA intent to publicize the research through various media–recognizing no infringement by R/REA on copyrights of researcher.

Reservations

1) The R/REA reserves the right to reject any and all research studies submitted. The R/REA further reserves the right to make multiple awards in any one year should studies submitted warrant.
2) The R/REA, in making the award for this research, assumes the privilege of reproducing significant portions of the research for publicity purposes with appropriate credit reserved to the author.
3) The R/REA reserves the right to selection of appropriate media for publicity purposes, providing that nothing shall prevent the researcher from selecting additional media for publicity/publication purposes.

Send application for 1976 to:

Dr. Ivan Muse
Department of Secondary Education
Brigham Young University
Provo, Utah 84601

A NEW VIEW ON THE MEXICAN AMERICAN WAR

A Las Cruces man has published a new view on the Mexican-American War, citing the first Mexican references in a United States publication on the subject.

Dr. Gene Brack, associate professor of history at New Mexico State University, is the author of "Mexico Views Manifest Destiny, 1821-1846: An Essay on the Origins of the Mexican War," published by the University of New Mexico Press in Albuquerque. The hardback book is available for $12 at area bookstores.

Brack's book discusses why the Mexican-American War started, origins of Mexican attitude toward the United States and why "Mexicans felt it necessary to go to war to avoid having the United States make territorial acquisitions," the author said.

History Department Head Louis Ray Sadler called the book a "fine study of a controversial topic. Prof. Brack is working in an often disputed area of Mexican history, and his book combines both archival research and insight into climate of opinion which existed in Mexico during the period before the Mexican War."

Sadler said Brack is the only American historian to write about the Mexican War in the last 60 years, using Mexican sources instead of U.S. sources.

CRESS-CROSS

LET ME INTRODUCE MYSELF...

...and let me tell you something about my new position. My name is Raymond D. Apodaca. I am a Tigua-Pueblo (Ysleta del Sur Pueblo, Texas) and a recent masters level graduate of New Mexico State University. I am also the newest addition to ERIC/CRESS, having just recently assumed the newly created position of American Indian Specialist.

As American Indian Specialist, I am greatly concerned with, and interested in, developing the greatest possible pool of Indian-related, Indian-oriented, and especially Indian-developed resource material relevant to all aspects of Indian education. I strongly believe that there is a great untapped wealth of materials relevant to Indian education, which has been and is being developed by Indian and non-Indian alike, that needs to be exposed, collected and finally made available for dissemination to the educational practitioners and other interested people. There are many things being developed by our own Indian peoples with their unique awareness of and sensitivity to our culture, problems, and needs and by sensitive non-Indians who have worked or are now working with Indian communities. Unfortunately, many of these valuable documents are not reaching those for whom they are intended and to whom they would be of most benefit: educators, tribal leaders, students, etc.

I believe the ERIC system is making very positive moves toward correcting this and meeting our peoples' and the educational community's needs in this area by having created the office of American Indian Specialist and by having the foresight to staff it with an Indian. The next step is up to us, the Indian and non-Indian scholars, educators, decision-makers, tribal leaders, students, etc. interested or actively involved in Indian education to produce the resource materials and see to it that they are available.

I intend that this office become and remain open to and at the service of our Indian people and those non-Indians actively and positively concerned and involved with Indian education. If in my capacity as American Indian Specialist I can be of service to you, please do not hesitate to contact me. Any suggestions as to how I can better serve you or just comments in general on this position will be greatly appreciated. Remember I am here for you.

ERIC/CRESS INTRODUCES
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AMERICAN INDIAN SPECIALIST

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JUNE 1976 Margarita Calderon, Editor

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BILINGUAL PROGRAMS PREVAIL —A SAMPLE MODEL PROGRAM

by Margarita Calderón

New Mexico's Senator Joseph M. Montoya recently wrote for the *Washington Post* that "we must recognize and use our multicultural heritage in order to broaden the educational experience of all our children.

"Fortunately, today more is known about how children learn. It is a fact that when a child is five or six years old and had learned to think and make sounds in a language, he is ready to learn to read and write in that language. This is called 'reading readiness.' But if this child goes to school with one language and is suddenly switched to another, he loses his reading readiness and suffers irreparable learning damage," stated the Senator.

Bilingual education was developed to help the child learn to read and write in his own vernacular and at the same time introduce him to English so he can eventually become literate in both languages.

Although this process sounds complicated, it is already producing remarkable results. The city of El Paso has been fortunate for the past three years to witness the progress of children now participating in a true bilingual-bicultural program.

The Primary Acquisition of Languages (PAL) program of El Paso Independent School District, better known as the Dual Language Program (DLP), began two years ago in 14 schools, expanded into 18 additional schools the following year, and this year began in 15 others.

Under the PAL program, pupils in kindergarten and grades one and two are tested to find out whether they are dominant in English and Spanish language. Once this is determined the pupil is assigned to a program of language arts instruction in which he can function, either Spanish or English.

Based on the results of the Oral Language Dominance Measure, students are classified in one of the following categories: (1) Spanish dominant—students who communicate well only in Spanish; (2) bilingual students who communicate well in either English or Spanish; and (3) English dominant—students who communicate well only in English.

Spanish dominant students receive their language arts instruction in Spanish, but also English as a Second Language (ESL). Such disciplines as mathematics, social studies and science are taught in English. However, explanations are given in Spanish if necessary.

Bilingual students are considered English dominant for all disciplines except Spanish for Spanish Speakers (SSS).

English dominant students receive all language arts and instruction in other subjects in English. However, these children receive Spanish as a Second Language (SSL) every day.

The three groups receive cultural activities, art and music in both English and Spanish.

The forty-seven schools participating in the dual language program are listed in four groups designated priority I, II, III, schools and Title VII schools.

Mr. Enrique Perez, director of the program, said the PAL program was first introduced in schools where the greatest need existed.

Priority I schools were those in which the majority of the students are Spanish dominant. The project began in 1973-74 with kindergarten and first grade in 14 schools. It now includes second and third grades.

Priority II schools have a majority of students that are bilingual, English dominant. The program is now in the kindergarten, first, and second grade levels.

Title VII schools followed the Priority II implementation pattern with the majority of students Spanish dominant.

In Priority III schools, the majority of students are monolingual, in English. These schools began the PAL program in 1975-76.

To implement the DLP effectively, a specific ratio of bilingual and monolingual teachers plan and teach jointly. The ratio of bilingual to monolingual teachers needed per grade level by the three groups of schools varies with the number of sections at that level. The organization and composition of teacher teams also varies with the number of sections per grade level.

Alternative schedules were devised by Miss Alicia Treviño, coordinator of elementary curriculum and were distributed to all schools to help them determine their own individual needs. Principals work out a schedule with their respective teachers based on the grouping of students after the oral language dominance measure.

To find out if the program was successful, children were tested at the beginning of the school year and again at the end of the year. Tests were in Spanish and English. The gains made by children in the bilingual program in their ability to achieve in each of the languages were compared with the gains made by children in the regular school program. Fifteen schools with regular programs were used as controls. Last year, those schools adopted the PAL program.

The most significant characteristic of the DLP program is its results. After three years and continuous testing, the results have been better than what they expected. In "UPGROWTH," the portion of the program where the transfer from reading to Spanish to reading in English takes place, informal reading inventories are taken. Children are ready to transfer their reading skills to English around the second or third grades. After their first year of reading in English another inventory is taken. This year's results were quite impressionable. Second grade bilingual transfer children aren't only reading at second grade levels in English but some are actually up to the third and fourth grade levels. Many teachers have reported that the bilingual transfer children are in effect reading better and with more enthusiasm than the regular students. Another point that should be emphasized is that bilingual transfer children are also reading in Spanish at their grade level, and will continue to do so with this program.

The complete report, EVALUATION ESAA LANGUAGE PROGRAM 1973-74, is available in the Office of Planning and Evaluation in El Paso. This report details the evaluation procedures and evaluates each of the objectives of the ESAA proposal.

In a recent interview for the *El Paso Times*, Mrs. Rosa Apodaca, bilingual consultant for the project, emphasized that the El Paso program is not a "stepchild" of the educational process but rather a challenge accepted by bilingual and monolingual teachers...that "bilingual education is important because we would have a lot of students who would be very successful without it...the school administration also has realized its importance by making it part of the regular curriculum."

Mrs. Apodaca hopes that the PAL project information can be compiled soon for submission into ERIC. She would very much like to tell the world about a program that *is* giving positive results.

RIE SEMIANNUAL INDEXES AVAILABLE NOW BY SUBSCRIPTION

Beginning with 1975, the ERIC abstract journal *Resources in Education* (RIE) shifted from its previous policy of a temporary Semiannual Index for January-June followed by a permanent Annual Index for January-December, to a new policy of two permanent Semiannual Indexes (January-June, July-December) and *no* Annual Index.

Prior to this shift, the single Semiannual Index each year was available on individual order only and the price varied dependent on size. The new policy created a situation where the two Semiannual Indexes are essential reference tools for permanent retention and are no longer really optional. To better fit their availability to this new status, arrangements have been made with the Government Printing Office (GPO) to permit users to subscribe to the Semiannual at a standard yearly price. This arrangement begins with 1976. The Semiannual Index for January-June 1975 is out-of-print; the index for July-December is available from GPO via individual order (Stock No. 017-080-01540-8) for $9.10. The new subscription prices, for the Semiannual Indexes *alone*, are as follows:

Domestic Subscription: $18.00/year
Foreign Subscription: $22.50/year

Domestic Single Issue: $ 9.00
Foreign Single Issue: $11.25

Users are urged to make use of the subscription option in order to ensure that they receive the Semiannual Indexes and avoid out-of-print problems.

QUIEN ES QUIEN: A WHO'S WHO OF SPANISH-HERITAGE LIBRARIANS IN THE UNITED STATES

The directory *Quien Es Quien: A Who's Who of Spanish-Heritage Librarians in the United States*, edited by Dr. Arnulfo Trejo, is now available at $3.00 per copy. This is an updated, revised edition of the Director of Spanish-speaking/Spanish-surnamed Librarians in the United States. It is available from:

Bureau of School Services
University of Arizona
1515 East First Street
Tucson, Arizona 85719

THE GRADUATE LIBRARY INSTITUTE FOR SPANISH-SPEAKING AMERICANS (GLISA)

Many library systems throughout the country are searching for qualified bilingual/bicultural librarians to serve their Spanish-speaking patrons. The Graduate Library Institute for Spanish-Speaking Americans (GLISA) was federally funded at the University of Arizona in 1975 under Title II-B to help fill this urgent need.

Under the directorship of Dr. Arnulfo Trejo, GLISA will be graduating the following 15 participants. They were carefully selected from over 60 applicants and they represent the major Spanish-speaking groups in the United States.

Jose Aponte	Laurita Moore
Amanda Castillo	Alberto Villegas
Martin Gomez	Marta Ayala
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PROFILE ON THE MEXICAN AMERICAN WOMAN by Marta Cotera

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Abstract by Nellie Quezada

The second largest group of minority women in the U.S., Mexican American women share multitudinous histories, vast differences in lifestyles, experiences and realities. A Chicana may have recently arrived from Mexico, or her ancestors may have been in the Southwest since 1520 (or before) or in the Midwest since the 1880's. She may be rural, urban, poor, middle class or Ph.D., a high school dropout, a teacher, or a migrant. She does share some basic, and heterogeneous, roots in the development of Indian and Spanish culture and history. She also shares the history of involvement and participation which has been a way of life for the Chicano community in the U.S. since 1848. Documenting the development of Mexican American women in Mexico and the U.S., this monograph discusses: the Chicana's historical legacy during Mexico's Pre-Columbian and Colonial Periods, its War for Independence, the 1910 Revolution, and during the United States Colonial Period and history between 1840 and 1960; Chicanas in the U.S. today—their education, employment status, income, health, housing, roles, and attitudes; the Chicana and her family; today's Chicana and her achievements in education, literature and journalism, political activities, and labor; Chicanas in the feminist movement; and the Chicana and the future. Appended are a 119-item bibliography, addresses for 35 Chicana organizations, and various resolutions passed between 1970 and 1975 in ten Chicana conferences.

ADVENTURE EDUCATION—What Is It and How Do We Evaluate It?

Review by Judy Conrad

ERIC/CRESS has recently acquired a much needed synthesis of the educational movement known as "adventure education." Written by John A. Metcalfe and titled "Adventure Programming," this publication summarizes the historical development of adventure education concepts and program; describes past and present programs; and presents suggestions for future programming. Of particular interest, however, is Metcalfe's presentation of the basic concepts upon which adventure education is founded and his view of the field's present evaluation needs.

Title: *Adventure Programming*

Author: John A. Metcalfe

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As defined here, adventure education is that which emphasizes self-testing in a stress situation, demanding both psychological and physical risk taking to overcome difficulties. Metcalfe describes the adventure education process as involving the development of a good self-image, self-respect, self-satisfaction, and self-realization. The implication is that self-realization is derived from self-satisfaction, which is derived from self-respect, which, in turn, is derived from a good self-image. Cited as the specific skills and/or objectives of adventure are: strength; endurance; decision making; coordination; determination; human compassion; sensory perception; and awareness of and respect for individual differences. Metcalfe asserts that, in the larger sense of the word, adventure education is "survival" education, for it encompasses knowledge of individual capabilities and limitations by means of close interaction with nature and others; wherein, a small group operates as a micro-society in the face of physical and psychological discomfort and must, therefore, rely upon the strengths of others to compensate for individual limitations in an effort to promote group and individual survival. It is suggested, then, that adventure education has implications for the future of our society.

In view of the goals of adventure education outlined above, Metcalfe calls for better, more scientific evaluation techniques. He cites the following as past attempts at justification for adventure education: improved physical fitness and euphoria; ability to face hazards and overcome problems and difficulties; ability to mix with others and develop tolerance for their views; improvement in or learning of new outdoor skills; better understanding of small groups via successful cooperation; appreciation of the beauty of the countryside and the need for conservation; individualized attention and help for the student; opportunity to participate in rescue and service activities; and enjoyment of intellectual and cultural activities.

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DINE BIBEE HAZ'AANNII

Review by Amelita Hill

CRESS has recently acquired a 4-volume curriculum series that was published by Ramah Navajo Press. *The Law of the People (Dine Bibee Haz'aannii): A Bicultural Approach to Legal Education for Navajo Students* by Dar Vicenti, et. al., is a unique approach to curriculum materials, as well as an innovative teaching technique for the bilingual classroom.

The Ramah Navajo High School (Ramah, New Mexico) has researched, produced, and taught a bilingual-bicultural law-related curriculum that emphasized the pluralistic legal environment in which Navajo students exist. This 4-volume curriculum series was compiled from anthropological field data gathered by local legal advocates working with a consulting attorney, and introduces "law ways," traditional as well as formal, that are important as Navajo People meet the problems of contemporary everyday life. Intended for Navajo high school or college students, the series also provides useful resource materials for other persons interested or involved in legal problems which confront the Navajo People.

The case method is utilized, setting forth disputes and illustrating how parties to disputes define problems and resolve them. Teachers utilize the case histories for "role playing" situations in which students participate in Navajo when playing the role of the Navajo, and in English when they are playing the role of the Anglo. Students participate in bilingual "moot courts" and "torts"; utilize a bilingual dictionary which was compiled by local legal and language specialists; and view video tapes of tribal judges, prosecutors, and other legal officers familiar with local disputes. Students are evaluated on how well they can comprehend and express the "Anglo law ways" in their own Navajo language.

Student evaluations are performed by parent-teacher assistants and other local advocates. Staff development consists of training: (1) *legal specialists* in field study techniques to develop materials for the classroom; (2) *local advocates* to give appropriate presentations in the classroom; and (3) *parent-teachers* to assist in classroom preparation, presentation, and evaluation.

VOLUME I of the bilingual-bicultural law-related curriculum is compiled from traditional Navajo tribal and State court cases dealing with CONSUMER PROBLEMS and PERSONAL PROPERTY DISPUTES. Role playing situations in this volume include buying a car, dealing with the trader, drawing up a contractual agreement or mortgage, etc. It is suggested that the students participate in community activities such as consumer cooperatives or investing in a savings and loan association.

VOLUME II outlines evolution of the NAVAJO LEGAL SYSTEM. Since the Navajo "law" was referred to the Navajos as "religion," the Anglos viewed the Navajo as having no "law." Because of this type of "reasoning," it is suggested that the first sections covering this view be read and digested by teachers and professionals only, who will then convey the basis for discussions of other units that focus on specific disputes. Teachers should, however, involve the students in reading the last section which includes statements of various tribal judges.

VOLUME III describes NAVAJO TRADITIONAL LAW AS IT PERTAINS TO THE FAMILY, and compares these laws and customs to those of the Anglo society. Legal aspects that affect Navajo family members include: divorce—division of property, custody, and support of children; role of family members in the division of labor; and inheritance patterns—water rights, land, houses, livestock, etc. Navajo lands are also described—reservation lands; satellite reservation areas; alloted lands; Navajo ranches. Students are encouraged to discuss the materials and use them for role playing situations, as well as to compare them to their own family situations.

VOLUME IV examines NAVAJO COMMUNITY LIFE as it is affected by certain laws. Getting a job, obtaining assistance from welfare and other service agencies, and preserving one's individual rights as an employee or as a student are are all aspects of daily living which have important legal ramifications. This unit explores each of these relationships, as well as the important laws that help to shape them.

These volumes will be available through EDRS in the *August RIE*, but they can be purchased immediately from:

Ramah Navajo Press
Box 248
Ramah, NM 87321
(Price: $5.00 each; $20.00 for set of 4)